STANDARDS

FOR

MISSOURI SCHOOL

LIBRARY MEDIA CENTERS

**Missouri Department of Elementary and
Secondary Education**

Effective July 2002

INTRODUCTION

In the fall of the 1994-95 school year, the Missouri Association of School Librarians (MASL), with the support of the Department of Elementary and Secondary Education, conducted a two-part comprehensive survey designed primarily to develop a profile of the status of library media centers in the state at that time. The first, a 29-item survey instrument, was sent to all library media specialists (see Definition of Terms) in the state to determine the levels of services provided through the library media centers. High service library media centers were defined as those with scores included in the top 25% of three grade level categories: PreK – grade 6, grades 7 and up, and K-12. The second questionnaire, designed to collect data relevant to resources was mailed to those "high service" library media centers. Resources were categorized into collections, funding, personnel, and facilities. Returns were analyzed based on the same three categories of grade levels served.

The *Standards for Missouri Library Media Centers* (2002) replaces *Media Standards for School Learning Resources Centers* (1980). The revised standards are based on prevailing guidelines promoted in the literature, characteristics of educational and library media center environments prevalent in the state as reported by officials in the Department and, to a limited extent, analysis of the data collected in the surveys.

The primary purpose of the standards is to identify selected characteristics of collections of minimal sizes that help library media specialists building and district and level administrators

- plan for the improvement of access to information to enhance and enrich the learning environment,

- create an awareness and support of the use of technology in library media programs as an integrated part of the resources (see Definition of Terms),

- make judgments about the effectiveness of library media center collections,

- develop budgets, and

- communicate student and teacher information needs to board members, parents, and the community.

The building library media specialist will complete a self-evaluation collection each year. The gathered information will be reported electronically to the Department via Core Data. In many instances, minimal requirements for the various population groups at different levels specified in these standards will need additional support provided by district-level collections, personnel, distribution/delivery systems, and other services.

Members of the standards committee represented rural, suburban, and metropolitan areas in the state, and served in elementary, middle/junior high, high school, and K-12 schools. There were also representatives from higher education and the Department.

Marilyn Stone, Chair - Columbia Public School District
Carl Sitze - Department of Elementary & Secondary Education
Lisa Walters - Department of Elementary & Secondary Education
Charlotte Baker - Community R-VI
Beth Cobb - Northwest School District
Frederica Coleman - Parkway School District
Judy Daniel - Drexel R-IV
Michael Dumey - Bloomfield R-XIV
Sharon Early - Lee's Summit R-VII
Bill Fabian - Principia, St. Louis
Janna Gordanier - Carthage R-9
Dale Guthrie - University of Missouri-Columbia
Linda Hartman - Raytown School District
Aileen Helmick - Central Missouri State University
Joan Hempen - Affton 101
Rita Linck - Parkway School District
Florence Maltby - Southwest Missouri State University
Susan Morriss - Waynesville R-VI
William Page - Hale R-I
Floyd Pentlin - Lee's Summit R-VII
Charlene Pittman - Milan C-2
Jane Rainey - Cameron School District
Jan Rambow - Kansas City School District
Kay Rebstock - New Madrid County R-I
Terry Reid - Nixa R-I
Brenda Steffans - Morgan County R-I
Sara Stubbins - Greenwood Lab School, SMSU
Walter Swanson - Harrisonville R-IX
Susan Webb - Farmington R-VII

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DEFINITION OF TERMS

ANCILLARY AREAS: Auxiliary or supplementary areas such as staff office/workroom, equipment storage, conference or seminar rooms, and production facilities. The areas must be under the supervision of the library media specialist (see Facilities section for more examples).

CD-ROM: Compact disc, read only memory. An optical disc created and read by a laser. A CD-ROM is capable of storing vast quantities of text, graphics, and sound (e.g., periodical indexes, clip art, encyclopedias).

CONSORTIUM: A combination or group formed to undertake an enterprise beyond the resources of any one member (e.g., film/video cooperatives).

FTE (Full-time equivalent): One FTE = minimum number of hours required by the district to be considered a full-time employee. It is possible to combine part-time employee hours to equal full-time equivalency.

LAN (Local Area Network): Individual computers networked to share and expand access to resources/information stored on a common server.

LIBRARY MEDIA SPECIALIST: A person who holds a certificate in education and library science/media in Missouri.

MACHINE-DEPENDENT: Items which require equipment such as VCRs, slide projectors, etc. to be viewed and/or heard.

MSIP (Missouri School Improvement Program): A Department of Elementary and Secondary Education program that requires all school districts to meet specific standards and show continuous progress in its programs.

MULTIPERIODICAL INDEX: An index that identifies the location of articles on various subjects/topics that are published in multiple magazines, journals and/or newspapers.

RESOURCES: Information that is stored and available in a variety of formats (books, videos, software, models, art prints/posters, etc.).

SERVER: A computer with large memory capacity, which is used to manage the LAN (Local Area Network) or access information outside the building.

TIME-SENSITIVE AREAS/COUNTABLE RESOURCES: Information that rapidly changes because of the nature of its content are considered time-sensitive. Eleven Dewey Decimal areas have been identified as time-sensitive areas. It is recommended that at least 70% of the items in each of these areas have copyright dates within the most recent 12 years. If copyright dates are older than 12 years old these items cannot be counted in the library media center quantity evaluation.

WAN (Wide Area Network): A group of Local Area Networks (LANs) that provide access to resources beyond cable connected networks (the Internet, union catalogs, e-mail, etc.).

WORKSTATION: An individual computer with peripherals which provides access to information. Workstations may be stand-alone or networked. For the purposes of counting toward the standards for periodicals, workstations must be able to access at least one multiperiodical index.

RESOURCE STANDARDS: QUANTITATIVE AND QUALITATIVE

Because of the evolving nature of technology, care must be exerted to provide both current and retrospective information with valid intellectual content that supports, enhances, and enriches the curriculum. Technology is able to provide immediate access and excellent indexing to information, however, this does not alleviate the need for printed resources which reflect greater depth and scholarship. The strength of a library media center program is partially determined by the availability of resources in a variety of formats. Balance among and integration of traditional and electronic resources provides an optimal information environment.

Reading, supported by a variety of media formats, is the foundation for a student's educational success. Books continue to constitute the major holdings of a library media center. As a minimum, each library media center must provide enough reference, nonfiction, and fiction books, supplemented by other formats, to meet the point-of-need of its users. Minimum numbers to determine basic collection sizes in all types of libraries have been advanced for many years. Experts have expressed concern about both the quantity and quality of reading, listening, and viewing materials available to students in the library media center. Quantity alone is misleading; the quality of the collection is a more accurate measure of the collection's response to user needs (see *School Library Media Standards Handbook).*

In these standards, quality is addressed on only one dimension, copyright dates. It is recognized, however, that copyright dates as determinants of quality vary from subject to subject and from topic to topic within broad areas. It is the responsibility of the library media specialist to regularly and systematically analyze holdings based on other quality dimensions, such as curriculum fit, maturity appropriateness, range of interests, and other variables appropriate to the building. Quantitative and qualitative measures in these standards are intended both as goals and directives. Ultimately, it is the library media specialist, working with faculty and administrators, who determines the quality of the collection based on locally identified needs consistent with these standards.

Ultimately, it is the library media specialist, working with faculty and administrators, who determines the quality of the collection based on locally identified needs consistent with these standards.

The standards are presented on three levels, which represent progress on a continuum of excellence. A collection may be on various levels. For example, a collection may be on level 2 in fiction, but may not yet have reached level 1in reference.

Annually, the library media specialist for each building must complete the collection self-evaluation. After the annual collection self-evaluation is complete, areas of weakness in the collection should be identified and prioritized. It is expected that the district will make continuous effort to improve the collection based upon weaknesses identified on the collection self-evaluation report, professional knowledge of the collection, and priorities of the building staff. A Building Collection Improvement Plan must be developed detailing the identified need, the plan to address the need, and the financial strategies chosen to meet the need. Funding of the Building Collection Improvement Plan is above and beyond the typical annual budget. Although some buildings may not meet any or all levels immediately, gains made in the Building Collection Improvement Plan must be documented from one MSIP review to the next. Defining needs at various collection development stages will help the library media specialist work with faculty and administrators to define goals and to develop and justify budgets. The district's improvement efforts in addressing these needs must be incorporated into the district's Comprehensive School Improvement Plan (CSIP).

All materials counted to meet standards, with the exception of networked electronic resources, must be cataloged, inventoried, and disseminated through the library media center.

Although requirements advanced in these standards address quantity and quality collections at the building level, some districts provide additional funds, and/or services and materials in central locations that are inventoried, cataloged, and readily accessible to building level personnel.

All materials counted to meet standards, with the exception of networked electronic resources, must be cataloged, inventoried, and disseminated through the library media center.

REFERENCE COLLECTIONS

The library media center's reference collection may consist of a variety of formats including print, nonprint, and electronic items. It will exclude magazine and index subscriptions which are included in the "Periodical Collections: Magazines and Newspapers" section of the standards.

Reference collections in print and electronic formats at all grade levels should de-emphasize multivolume general reference encyclopedias and focus on subject-related reference resources such as field guides, travel guides, collective biographies, almanacs, general and specialized dictionaries and encyclopedias, geographical resources, directories, and bibliographies.

Reference materials in the Dewey Decimal Classification categories listed in Figure 1 have been identified as 11 time-sensitive areas (see Definition of Terms). It is recommended that at least 70% of the resources in each of these categories have copyright dates within the most recent 12 years. If copyright dates are older than 12 years, these items cannot be included in the quantitative evaluation **(see Worksheets, Appendix B)**. However, some items retain their intellectual integrity for extensive periods of time and should **not** automatically be weeded from the collection. In numerous other subject areas (e.g., careers and geography), attention must focus on the currency of the content even though they are not included in the 11 identified categories. Copyright is only one criteria used in evaluation for weeding. If the information in the older resource is correct and used in the curriculum, the library media specialist should use professional judgment to determine if the item remains in the collection.

Cataloged electronic reference resources, such as CD-ROMs (see Definition of Terms), that represent multivolume printed sets may be counted according to the number of simultaneously accessible workstations (see Definition of Terms) up to a maximum of 20. [**Example**: *Information Finder* simultaneously available on 15 workstations may be counted as 15 whether accessed in the library media center or in a combination of workstations in the library media center and throughout the building.] General multivolume encyclopedias, either in print or electronic format, must have been copyrighted within the most recent five years to be counted.

No more than five copies of any one title may be counted to meet standards. Print copies or audio tapes of adopted textbooks cannot be used to meet standards.

Even though visual resources are addressed as a separate section in these standards, they may be counted within the reference collection. This is acceptable if the same resources are not counted elsewhere.

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┌─────────────────────────────────────────────────────────────────────┐
│            Dewey Decimal Classification Categories                    │
│           (used to determine countable resources)                     │
│                                                                       │
│       320-329:  Political Science (Politics and government)           │
│       330-339:  Economics                                             │
│       360-369:  Social problems and services                         │
│       370-379:  Education                                             │
│       380-389:  Commerce, communications, transportation             │
│       520-529:  Astronomy and allied sciences                        │
│       550-559:  Earth sciences                                        │
│       560-569:  Paleotology; Paleozoology                            │
│       570-579:  Life sciences                                         │
│       610-619:  Medical sciences; Medicine                           │
│       620-629:  Engineering and allied operations                    │
│                                                                       │
│             *General multivolume encyclopedias must have a            │
│           copyright date within the last five years to be counted.   │
│                                                                       │
│                   Figure 1:  Time-Sensitive Areas                     │
│                                                                       │
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REFERENCE COLLECTIONS

To determine the specific quantity needed for individual building populations,

see enrollment tables in Appendix C.

Facility serving grades	Page
PreK - Grade 6	49
Middle / Junior High School	59
High School	67
K-12	79

NONFICTION COLLECTIONS

The nonfiction collection, including print, electronic, and audio formats, complemented by the reference collection and other holdings, provides information that:

- supports research,
- enhances and enriches the curriculum,
- encourages student hobbies and personal interest,
- motivates students to seek information, and
- incites curiosity and encourages readers to develop new interests.

Nonfiction resources in the Dewey Decimal Classification categories listed in Figure 2 have been identified as 11 time-sensitive areas (see Definition of Terms). It is recommended that at least 70% of the resources in each of these categories have copyright dates within the most recent 12 years. If copyright dates are older than 12 years, these items cannot be included in the quantitative evaluation **(see Worksheets, Appendix B).**   However, some items retain their intellectual integrity for extensive periods of time and should **<u>not</u>** automatically be weeded from the collection. In numerous other subject areas (e.g., careers and geography), attention must focus on the currency of the content even though they are not included in the 11 identified categories. Copyright is only one criteria used in evaluation for weeding. If the information in the older resource is correct and supports the curriculum, the library media specialist should use professional judgment to determine if the item remains in the collection.

Listening increases skills including strengthening reading, following verbal directions, appreciating certain art forms, learning proper pronunciation, and studying foreign languages. Auditory materials supplement the study of literature, physical education, music, language, and other curriculum areas. Listening is the preferred strategy by students with aural learning styles; therefore, no collection is complete without audio formats. Cataloged nonfiction resources (print and nonprint such as CD-ROMs, audio formats, and computer software), may be included in the nonfiction count provided they are not included in other categories and there is functional equipment. Even though visual resources are addressed as a separate section in these standards, they may be counted within the nonfiction collection. This is acceptable if the same resources are <u>not</u> counted elsewhere.

No more than five copies of any one title may be counted to meet the standards. Print copies or audio tapes of adopted textbooks cannot be used to meet standards**.**

Dewey Decimal Classification Categories
(used to determine countable resources)

320-329: Political Science (Politics and government)
330-339: Economics
360-369: Social problems and services
370-379: Education
380-389: Commerce, communications, transportation
520-529: Astronomy and allied sciences
550-559: Earth sciences
560-569: Paleotology; Paleozoology
570-579: Life sciences
610-619: Medical sciences; Medicine
620-629: Engineering and allied operations

Figure 2: Time-Sensitive Areas

NON-FICTION COLLECTIONS

To determine the specific quantity needed for individual building populations,

see enrollment tables in Appendix C.

Facility serving grades	Page
PreK - Grade 6	49
Middle / Junior High School	59
High School	67
K-12	79

FICTION COLLECTIONS

Fiction materials contribute substantially to developing vocabulary, reading comprehension, and broadening students' interests and backgrounds. Copyright dates are not the primary criteria in evaluating fiction collections. The appropriateness of fiction resources can best be determined locally, based on demand and reading promotion activities/programs in the building.

Cataloged nonprint fiction materials, such as CD-ROMs, audio formats, and computer software, may be included in the fiction count provided there is functional equipment. Although visual resources are addressed as a separate section in the standards, they may be counted within the fiction collection. This is acceptable if the same resources are not counted elsewhere.

Audio formats of fiction aid learner's pronunciation, vocabulary development, speech inflection, general verbal skills, and appreciation of literature. Auditory materials supplement the study of literature, music, languages, and other curricular areas. Listening is the preferred strategy by students with aural learning styles.

According to Stephen Krashen in *The Power of Reading*, "Voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style." He also states "The research supports the commonsense view that when books are readily available, when the print environment is rich, more reading is being done."

No more than five copies of the same title may be counted to meet standards**.**

FICTION COLLECTIONS
To determine the specific quantity needed for individual building populations,
see enrollment tables in Appendix C.

Facility serving grades	Page
PreK - Grade 6	49
Middle / Junior High School	59
High School	67
K-12	79

PERIODICAL COLLECTIONS

MAGAZINES, NEWSPAPERS, INDEXES

As major sources of current information, periodicals provide seasonal literature, news, opinions, suggestions for teaching, and other curricular and motivational information. To meet the standards, every library media center must have at least one multiperiodical index (see Definition of Terms). Multiperiodical indexes are available in print and electronic formats. Workstations (see Definition of Terms), which provide access to periodical resources, must be included in the library media center to meet research needs. The number of workstations available for a building's population helps determine the quality of access to information for students and faculty.

The total number of countable periodical subscriptions may be divided between hard copy, and full or partial text in microfilm and/or electronically stored magazines provided sufficient numbers of reader/printers or workstations are available **(see Worksheets, Appendix B)**. Examples include indexes published by EBSCO, (including the MOREnet subscription), University Microfilm International (UMI), H.W. Wilson, R.R. Bowker's *Children's Magazine Guide* (CMG), NewsBank, Social Issues Resources Series (SIRS), and others. A majority of the magazines in the collection should be included in the index(es) to which the library media center subscribes. Magazines that are indexed should be saved and organized to permit use of retrospective issues commensurate with the curriculum and indexes.

Up to two subscriptions of any one title may be counted to meet the standards.

PERIODICAL COLLECTIONS

GRADES PreK - 6

Level 1

Magazines

See Appendix C (page 49)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage and 1 state or national coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 2

Magazines

See Appendix C (page 49)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage and 1 state or national coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 3

Magazines

See Appendix C (page 49)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 1 state, and 1 national coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

PERIODICAL COLLECTIONS

MIDDLE AND JUNIOR HIGH SCHOOLS

Level 1

Magazines

See Appendix C (page 59)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage and 1 state or national overage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 2

Magazines

See Appendix C (page 59)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 1 state and 1 national overage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 3

Magazines

See Appendix C (page 59)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 1 state and 1 national overage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

PERIODICAL COLLECTIONS

HIGH SCHOOLS

Level 1

Magazines

See Appendix C (page 67)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 1 state, and 1 national/international coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 2

Magazines

See Appendix C (page 67)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available.
(see Worksheets, Appendix B)

Newspapers

1 local coverage, 1 state, and 2 national/international coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 3

Magazines

See Appendix C (page 67)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available   **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 2 state, and 3 national/international coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

PERIODICAL COLLECTIONS

K-12 SCHOOLS

Level 1

Magazines

See Appendix C (page 79)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available. **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 1 state, and 1 national/international coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 2

Magazines

See Appendix C (page 79)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available.   **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 1 state, and 2 national/international coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

Level 3

Magazines

See Appendix C (page 79)

Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers or workstations are available.   **(see Worksheets, Appendix B)**

Newspapers

1 local coverage, 2 state, and 2 national/international coverage, may be in print or electronic format

Indexes

1 multiperiodical index, may be in print or electronic format

MACHINE-INDEPENDENT AND MACHINE-DEPENDENT

To enable effective learning and teaching, students and teachers need access to a variety of visual and tactile resources, machine-independent and machine-dependent.

Machine-independent resources may include, but are not limited to, posters, charts, maps and globes, dioramas, statuary, art prints, games, models, and realia. Although no quantitative or qualitative standards for machine-independent resources are included, a curriculum-oriented library media center is expected to provide a variety of quality materials in sufficient numbers to meet the needs of its users.

Information is also available in a wide range of **machine-dependent** resources (see Definition of Terms). Machine-Dependent visuals may depict motion or static images and are frequently accompanied by audio tracks. To encourage visual and listening literacy and to enhance teaching and learning, a wide range of formats in all subject areas should be available for group and individual use. This category includes, but is not limited to, compact discs-interactive (CD-I), laserdiscs, slides, videocassettes, DVDs, digital video, and filmstrips. The category includes only visual items in formats that **are enabled by equipment**. Even though this section addresses machine-dependent visual resources specifically, they may be counted in the reference, nonfiction, fiction, or professional collections sections. Items in this category may be counted only if they are cataloged and circulated though the library media center, and only if functional equipment is available (**see Worksheets, Appendix B**).

The per-unit cost-range of visual materials varies widely. Quality visual instructional materials can be produced locally if the facilities, equipment, supplies, knowledgeable personnel, and time permit. Such instructional items must be carefully evaluated with the same criteria that are used for commercially produced material. However, no school can rely on building and district production for an adequate quality collection of visual resources. Locally produced visual items may not exceed 20% of the total number of items needed to meet the standards.

> *..accommodate student and faculty needs by providing optimal access to all resources including circulation... of videos, audio recordings, realia, and other items in the collection.*

The quality, curriculum fit, and age of machine-dependent visual materials are important considerations. Visuals, because of clothing fashions and hair-styles, illustrations, cultural mores, and technical quality tend to age more rapidly than some print resources.

Resources such as compact discs-interactive (CD-I), laserdiscs, slides, videocassettes, DVDs, digital video, and filmstrips in the Dewey Decimal Classification categories listed in Figure 3, have been identified as 11 time-sensitive areas. It is recommended that at least 70% of the resources in each of these categories have copyright dates within the most recent 12 years. If copyright dates are older than 12 years, these items cannot be included in the quantitative evaluation **(see Worksheets, Appendix B)**. However, some items retain their intellectual integrity for extensive periods of time and should **not** automatically be weeded from the collection. In numerous other subject areas (e.g., careers and geography), attention must focus on the currency of the content even though they are not included in the 11 identified categories. Copyright is only one criteria used in evaluation for weeding. If the information in the older resource is correct and used in the curriculum, the library media specialist should use professional judgment to determine if the item remains in the collection.

This category includes, but is not limited to:

• CD-ROMs	• DVD's
• compact discs-interactive (CD-I)	• laserdiscs
• slides	• videotapes
• filmstrips	• digital video

Dewey Decimal Classification Categories
(used to determine countable resources)

320-329: **Political Science (Politics and government)**
330-339: **Economics**
360-369: **Social problems and services**
370-379: **Education**
380-389: **Commerce, communications, transportation**
520-529: **Astronomy and allied sciences**
550-559: **Earth sciences**
560-569: **Paleotology; Paleozoology**
570-579: **Life sciences**
610-619: **Medical sciences; Medicine**
620-629: **Engineering and allied operations**

Figure 3: Time-Sensitive Areas

MACHINE-DEPENDENT VISUAL MATERIALS COLLECTION

To determine the specific quantity needed for individual building populations,

see enrollment tables in Appendix C.

Facility serving grades	Page
PreK - Grade 6	49
Middle / Junior High School	59
High School	67
K-12	79

ELECTRONIC RESOURCES

The use of technologies is an essential component of the educational process and an integral part of an effective library media program. Current and emerging technologies are invaluable when meeting the informational needs of students, faculty, and the local community. Because quantitative standards for electronic resources are difficult to measure due, in part, to the extreme variations in cost and patterns of use, they are not included in these standards as a separate category. The standard for electronic resources is the successful integration of these formats into the total collection. A comprehensive collection includes a variety of electronic resources (e.g., electronic catalog and circulation systems, telecommunication capabilities, the Internet, full/partial text CD-ROMs). It is imperative that electronic resources are seamlessly integrated with other resource formats to facilitate the learning process.

> *The standard for electronic resources is the successful integration*
> *of these formats into the total collection.*

Integration of electronic resources requires that students and faculty have readily accessible local and remote information sites available to them.

The basic electronic environment must

- include an electronic catalog and circulation system which facilitates efficient information retrieval and library media center management,

- encompass local area networks (LANs) and wide area networks (WANs) (see Definition of Terms),

- provide a sufficient number of workstations for students to readily access information, and

- enable students and faculty, using a variety of resources and equipment, to creatively design, produce, and evaluate products such as multimedia presentations, visual presentations, and audio presentations.

The degree to which the electronic environment is combined with other information formats is a significant measure of the success of the library media center.

COMPUTER WORKSTATIONS

In order to count electronic periodicals and other electronic resources, the following number of networked computer workstations must be available to students in the library media center.

Level 1

PreK – Grade 6
Middle and Junior High Schools
High Schools
K-12 Schools
A number of networked computer workstations equal to one-third of the average class enrollment.

Example:
Average enrollment in the classrooms is 24. 24 divided by one-third equals 8 networked computer workstations.

Level 2

PreK – Grade 6
Middle and Junior High Schools
High Schools
K-12 Schools
A number of networked computer workstations equal to one-half of the average class enrollment.

Example:
Average enrollment in the classrooms is 24. 24 divided by one-half equals 12 networked computer workstations.

Level 3

PreK – Grade 6
Middle and Junior High Schools
High Schools
K-12 Schools
A number of networked computer workstations equal the average class enrollment.

Example:
Average enrollment in the classrooms is 24. 24 divided by one equals 24 networked computer workstations.

PROFESSIONAL COLLECTIONS

Professional collections support and encourage professional growth at all grade levels and in all subject areas. Journals, professional periodicals, and other professional items

- cover educational trends and developments;
- suggest teaching techniques, activities, and strategies; and
- report research in general and specialized fields.

The library media center is the clearinghouse for the acquisition of professional materials regardless of the source of the funds. This practice eliminates unnecessary duplication, helps ensure that a well-balanced collection is developed, and facilitates use. Faculty members should have access to grade-level or subject-area resources as well as generic. Although collections in central district repositories or other off-site facilities are important because they supplement quality, timely building collections, they cannot be counted toward building-level compliance with the standards. District collections are reported in Building 1000 on the Core Data report.

The library media specialist works closely with the local Professional Development Committee (PDC), curriculum committees, and other groups to cooperatively identify materials that will contribute to a well-informed faculty and administrative team.

Changing social, educational, economic, and technological environments demand that all faculty members continue to grow professionally. It is the library media specialist's responsibility to monitor the need for and provide access to professional books, journals, newsletters, machine-dependent, and electronically-stored information that enable informal professional growth and support the faculty's formal education.

> *To meet standards in the professional collection, **all** books and other items must have copyright dates within the most recent 12-year time span to be counted.*

In the professional collection area, **all** Dewey Decimal categories are time-sensitive. To meet the standards for the professional collection, **all** books and other items must have copyright dates within the most recent 12-year time span to be counted. If copyright dates are older than 12 years, these items cannot be included in the quantitative evaluation **(see Worksheets, Appendix B).**

However, some items retain their intellectual integrity for extensive periods of time and should **not** automatically be weeded from the collection. Copyright is only one criteria used in evaluation. Quality items should be retained even if they are more than 12 years old even though they are not "countable".

If the information in an older item is correct and still used, the library media specialist should use professional judgment to determine if the item remains in the collection. Items in the professional collection must be cataloged, inventoried, and disseminated through the library media center. Journals, books, and other materials may be generic or level/subject specific; however, all teachers and administrators need access to resources that enhance their effectiveness. Even though visual materials are addressed as a separate section in the standards, they may be counted within the professional collection. This is acceptable if the same volumes are **not** counted elsewhere.

It is recommended that at least one copy of all district curriculum guides and other publications appropriate to programs within the school should be available in the library media center but they are not countable items to meet the standards.

PROFESSIONAL COLLECTIONS
Schools at all grade levels regardless of enrollment

BOOKS, VIDEOS, AND OTHER ITEMS
(see Worksheets, Appendix B)

JOURNALS / PERIODICALS
(see Worksheets, Appendix B)

To determine the specific quantity needed for individual building populations, see enrollment tables in Appendix C.

All Facilities	Page
Professional Collections	**83**
Full/partial text microfilm and/or electronically stored magazines may be counted as 50% of the required magazine subscriptions provided sufficient numbers of reader/printers and workstations are available.	

1. Do not count pamphlets, software/hardware manuals, broadcast schedules, museum schedules, curriculum guides, and other ephemeral items.
2. At all levels, access to print and/or electronic indexes to journals should be available.

SELECTION TOOLS

There is little margin for error in selecting and purchasing resources; the more limited the budget, the greater the necessity for careful selection before purchase. Accountability demands that the materials added to the collection have positive reviews and/or that items are previewed when feasible. Every library media specialist must purchase current reputable selection aids, (e.g., *School Library Journal, Booklist,* and others). One selection tool may be sufficient provided that it includes reviews for print, nonprint, and electronic materials in various formats and is appropriate for the age/grade range of users. Sharing selection aids within the district is encouraged. However, it is imperative that each building subscribes to at least one title.

Schools at all grade levels regardless of enrollment

Every library media center must subscribe to at least one selection-oriented periodical that includes a wide range of media formats. When possible, subscriptions to several selection-oriented periodicals are highly recommended.

Additionally, every library media center should have access to current "core collection" tools such as one of the H.W. Wilson catalogs (*Children's Catalog, The Middle and Junior High School Library Catalog,* or *Senior High School Library Catalog*) or Brodart's *The Elementary School Library Collection: A Guide to Books and Other Media, Phases 1-2-3.*

FACILITIES

An effectively designed and managed learning environment enhances student achievement. Student activities and outcomes are influenced by physical characteristics of the center such as temperature, color, lighting, texture, and other comfort and aesthetic variables (see *School Library Media Handbook*) and by the ratio of professional and support staff to student enrollment. Space requirements are typically expressed in terms of seating capacity and square feet depending on the intended function.

Reading/reference areas include, but may not be limited to,	**Ancillary areas** (see Definition of Terms) To be counted, these areas should be supervised by the library media specialist (see *School Library Media Standards Handbook).* Ancillary areas include but may not be limited to,
• shelving	• workroom/office (**MSIP requirement**)
• electronic resources	• conference room(s)
• tables and chairs/study carrels	• production laboratories
• print resources (e.g., fiction, nonfiction, reference)	• computer labs (supporting the library media center program)
• circulation desk/area	• technology distribution
• electronic circulation and catalog	• storage
• displays	• audiovisual equipment

SPACE RECOMMENDATIONS
ALL LIBRARY MEDIA CENTERS

RECOMMENDATIONS FOR READING/REFERENCE AREA

1 to 300 enrollment = minimum 1800 square feet

301 + enrollment = 6 square feet X enrollment

**MSIP requires seating, in chairs, for a minimum of two (2) classes
(based on the average class size in the building).**

RECOMMENDATIONS FOR ANCILLARY AREAS

1 to 300 enrollment = 1,800 square feet X 1/3 = 600 square feet

301 + enrollment = 6 square feet X enrollment X 1/3 = _____ square feet

MSIP requires storage and work space.

FINANCIAL PLANNING AND RECORD MAINTENANCE

BUDGET

Access to timely and relevant resources requires consistent and adequate funding. Collection development is more than purchasing materials from year to year; it is a long-term undertaking that must be projected into the future so that all components of the collection do not become obsolete at the same time. Budgetary projections allow for flexibility in enrollments, changes in instructional strategies, curriculum changes, technological advancements, inflation, and other relevant factors. Research indicates that each year, in most schools, one item per student is lost or the content becomes obsolete. Therefore, to provide for collection growth, the recommended annual purchase is at least two items per student.

> *...each year... one item per student is lost or the content becomes obsolete*

The library media specialist should prepare an annual budget, based on documented needs and consistent with the local budgeting cycle, to submit to administrators. Preliminary budgets should be developed three years in advance and shared with administrators for long range planning. The library media specialist could conceivably work with three or four budgets simultaneously, including:

- expenditures from the current budget,
- final refinements and defense of the budget for the immediately ensuing fiscal year,
- early refinements of the budget for the following year, and
- collecting needs assessment data for the budgets projected.

It is highly recommended that the library media specialist use their district's budget line category codes to develop budgets and track expenditures. Line items, however, should be flexible to accommodate unforeseen contingencies (see *School Library Media Standards Handbook*).

The amount budgeted for the library media center may include costs for print, nonprint, electronic, professional materials, library supplies, and interlibrary loan expenses. However, funds for the acquisition or repair of equipment, furnishings, salaries, textbooks, workbooks, and classroom collections cannot be counted toward per pupil expenditures.

Library media center expenditures for materials should be at least 1% of the state average per eligible student expenditure.   The per pupil expenditure is available on the DESE web site.

External funding, such as privately funded grants, business partnerships, endowments, gifts, user fees, and PTA/PTO/PTSA allocations cannot supplant local board allocations.

LIBRARY MEDIA EXPENDITURE RECOMMENDATION

Schools at all grade levels regardless of enrollment

Library media center expenditures for materials should be at least
1% of the state average per eligible student expenditure.
The per pupil expenditure is available on the DESE web site
[www.dese.state.mo.us] School Data: Finance.

Expenditure Records

Tracking expenditures by line item is an important management function that helps in budget development, decision-making, determination of priorities, and documenting progress toward goals. Expenditure records (see *School Library Media Standards Handbook*) maintained by the library media specialist should be reconciled with central office accounting records. The "Secretary of the Board Report", which includes expenditure records should be available for review by members of the MSIP (see Definition of Terms) visitation team. Separate records should be maintained for each account (e.g., board allocated funds, grants, revolving accounts, and others).

APPENDIX A

OVERALL EVALUATION OF THE COLLECTION

Evaluation is the process of determining strengths and weaknesses to facilitate planning for the improvement of the learning and teaching environment. Library media specialists have the responsibility to regularly and systematically analyze holdings to determine how effectively the collection meets the needs of the users. Observations of both qualitative and quantitative aspects of the collection are considerations for "overall" assessment. The application of externally generated criteria can be helpful; it complements, but does not replace, the professional judgment of the library media specialist.

The self-evaluation and the building Collection Improvement Plan will be used as documentation of progress by the visiting MSIP team. The library media specialist for each building should complete the annual collection self-evaluation. The evaluation will help identify strengths and weaknesses in the collection after which the library media specialist will prioritize areas for improvement.

The library media specialist, in consultation with district administration, will develop a plan of action to identify the strategies that will be used to improve the prioritized areas. Actions may include increasing budget allocations and working with other departments to assess needs and expand purchasing power. The plan should include a timeline indicating the district's continuous effort to improve its resource collections. The Building Collection Improvement Plan, including an annual tracking system, will be sufficient documentation to demonstrate the district's progress from one MSIP review to the next. The district's improvement efforts in addressing these weaknesses must be incorporated into its Comprehensive School Improvement Plan (CSIP).

The following three areas (Integration of Formats, Alignment with the Curriculum, and Student and Teacher Needs) are not discrete categories; many of the same concepts are embedded in all of them. Perceptions may be reflected in more than one area; evaluation will overlap. The following comments are suggestions only; they may help but are not meant to constrain the library media specialist's perceptions of the library media center.

Integration of Formats

Ideally, library media center collections include a variety of print, nonprint, and electronic resources to support information needs of users. Integration implies that all resources are cataloged, used in appropriate subject areas, and that they support the interests of the users. It may or may not imply integrated shelving; however, it does imply that all formats are readily available to all users in

the library media center. Many variables influence integration. These variables may include; assignments made by teachers, the comfort level of classroom teachers and the library media specialist in using a variety of formats, student learning styles, teaching methodologies, assessment strategies, and scheduling patterns.

Questions/issues to be addressed in collection development may include: Does the library media center collection represent a reasonable ratio of nonprint and electronic formats in relation to print materials?   Do assignments require a variety of formats? Do students use a variety of formats in their research activities? Do teachers use current technologies to design instructional materials? Do classroom collections enhance or inhibit research?

Alignment with the Curriculum

The primary function of the library media center is to support, enhance, and enrich the curriculum. One measure of this function is the "fit" between the learning objectives and the collection. Alignment of the curriculum can be measured from several perspectives including: appropriate maturity level of the holdings, materials that encourage student exploration, reading and comprehension levels of materials in relation to units that are taught, extent of holdings to support units taught in the curriculum, timeliness, currency, depth of collection for units, and depth and breadth of collections.

Student and Teacher Needs

Student and teacher needs vary from school to school, subject to subject, and grade to grade; however, all learners have some needs in common. Among those needs are variables which may influence the library media specialist's perceptions; for example, the ratio of demands for materials in relation to holdings in the library media center, needs of atypical students (e.g., gifted, at-risk, academically and/or physically challenged, ESL), range of learning/teaching styles, numbers of students or teachers who must wait for access to electronic resources, and information that helps integrate emerging technologies and supports local professional development activities.

APPENDIX

B

WORKSHEETS

WORKSHEET - LIBRARY MEDIA CENTER ANALYSIS
REFERENCE, NONFICTION, VISUAL MATERIALS

Items in certain Dewey Decimal categories are particularly subject to obsolescence due to age and generally weaken the quality of the collection. Only titles in the areas which have a copyright date of _____ or newer may be used for the self-evaluation process. By all means, keep the earlier titles in the collection if they meet local needs; they simply cannot be counted for the annual Core Data Report.

BRIEF EXPLANATION OF THE WORKSHEET COLUMNS:

DEWEY AREAS	Classified holdings of the collection
TOTAL HOLDINGS	Enter the count of all of the items in the local collection regardless of copyright date
REPEAT COLUMN 1 FIGURES	For later ease of calculation, enter the SAME number from column 1 in column 2 for the time-sensitive Dewey areas.
NO. ITEMS _____ AND OLDER	Determine which items have copyright dates 13 years old and older.
NO. ITEMS _____ AND NEWER	Determine which items have copyright dates within the last 12 years
% COUNTABLE ITEMS	In order to understand the relative strengths and weaknesses of each Dewey category of the collection, compute the percentage of countable items. Using the 70% standard for the copyright-sensitive areas as a guide, the computed percentages are to be used by the library media specialist as one way to determine areas of the collection, which may need improvement. The Planning and Evaluation Worksheet will report only the overall percentage of the Dewey categories from the worksheet (cell P-5).

MODEL WORKSHEET

REFERENCE COLLECTION WORKSHEET

Dewey Areas	Total Holdings (all items owned)	**COPYRIGHT-SENSITIVE DEWEY AREAS**			
		REPEAT column 1 figures in white areas below	**No. of Items ____ and OLDER**	**No. of Items ____ and NEWER**	**% of Countable Items within Copyright Time Frame**
Reference	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
Encyclopedias					
000-319	400				
320-329	100	100	50	50	50%
330-339	80	80	70	10	13%
340-359	300				
REFERENCE COLLECTION TOTALS this LMC	**T-1** 880	**T-2** 180	**T-3** 120	**T-4** 60	↗Divide each cell in column 4 by the corresponding cell in column 2 to
	Add to find **total countable and non-countable items all owned no matter date**	Add to find total items in time-sensitive Dewey areas **NOT REPORTED**	Add to find total time-sensitive **NON**-countable items **items too old to count**	Subtract column 3 from column 2 **time-sensitive items new enough to count NOT REPORTED**	find the % in each Dewey area **use for planning purposes**
	To find % of countable items within copyright time frame, divide the total in column 4 (T-4) by the total in column 2 (T-2) ➜				**P-5** 33%

TRANSFER WORKSHEET DATA TO THE PLANNING AND EVALUATION FORM AS FOLLOWS:

- Cell **T-1** transferred to the Planning and Evaluation form column A **(TOTAL HOLDINGS)** **880**
- Cell **T-1 minus** cell **T-3** transferred to the Planning and Evaluation form column B **(TOTAL COUNTABLE)** **(T1)** **880** minus **120** = **760**
- Cell P-5 transferred to the Planning and Evaluation form column C **33%**

REFERENCE COLLECTION WORKSHEET

Dewey Areas	Total Holdings (all items owned)	COPYRIGHT-SENSITIVE DEWEY AREAS			
		REPEAT column 1 figures in white areas below	No. of Items _____ and OLDER	No. of Items _____ and NEWER	% of Countable Items within Copyright Time Frame
Reference	(1)	(2)	(3)	(4)	(5)
General Encyclopedias			_____ and **older** (5 year rule)	_____ and **newer** (5 year rule)	**%**
000-319					
320-329					%
330-339					%
340-359					
360-369					%
370-379					%
380-389					%
390-519					
520-529					%
530-549					
550-559					%
560-569					%
570-579					%
580-609					
610-619					%
620-629					%
630-999					
REFERENCE COLLECTION TOTALS this LMC	**T-1** Add to find **total** countable and non-countable items **all owned no matter date**	**T-2** Add to find total items in time-sensitive Dewey areas **NOT REPORTED**	**T-3** **** Add to find total **NON**-countable items **items too old to count**	**T-4** Subtract column 3 from column 2 **time-sensitive items new enough to count NOT REPORTED**	↗Divide each cell in column 4 by the corresponding cell in column 2 to find the % in each Dewey area **use for planning purposes**
	To find % of countable items within copyright time frame, divide the total in column 4 (T-4) by the total in column 2 (T-2) ➜				**P-5** **%**

TRANSFER WORKSHEET DATA TO THE PLANNING AND EVALUATION FORM AS FOLLOWS:

- Cell **T-1** transferred to the Planning and Evaluation form column A
  (TOTAL HOLDINGS) reported on Core Data Report
- Cell **T-1** minus cell **T-3** transferred to the Planning and Evaluation form column B
  (TOTAL COUNTABLE) reported on Core Data Report
  (T1)_____ **minus (T3)****** _____ = _____
- Cell P-5 transferred to the Planning and Evaluation form column C

VISUAL COLLECTION WORKSHEET					
		COPYRIGHT-SENSITIVE DEWEY AREAS			
Dewey Areas	**Total Holdings (all items owned)**	**REPEAT column 1 figures in white areas below**	**No. of Items _____ and OLDER**	**No. of Items _____ and NEWER**	**% of Countable Items within Copyright Time Frame**
Visual	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
Fiction					
000-319					
320-329					%
330-339					%
340-359					
360-369					%
370-379					%
380-389					%
390-519					
520-529					%
530-549					
550-559					%
560-569					%
570-579					%
580-609					
610-619					%
620-629					%
630-999					
VISUAL COLLECTION TOTALS this LMC	**T-1** Add to find total countable and non-countable items **all owned no matter date**	**T-2** Add to find total items in time-sensitive Dewey areas **NOT REPORTED**	**T-3** ******** Add to find total **NON**-countable items **items too old to count**	**T-4** Subtract column 3 from column 2 **time-sensitive items new enough to count NOT REPORTED**	⬈Divide each cell in column 4 by the corresponding cell in column 2 to find the % in each Dewey area **use for planning purposes**
	To find % of countable items within copyright time frame, divide the total in column 4 (T-4) by the total in column 2 (T-2) ➔				**P-5** **%**

TRANSFER WORKSHEET DATA TO THE PLANNING AND EVALUATION FORM AS FOLLOWS:

- Cell **T-1** transferred to the Planning and Evaluation form column A
  (TOTAL HOLDINGS) *reported on Core Data Report
- Cell **T-1 minus** cell **T-3** transferred to the Planning and Evaluation form column B
  (TOTAL COUNTABLE) *reported on Core Data Report
  (T-1)_____ minus (T-3)****_____ = _____
- Cell **P-5** transferred to the Planning and Evaluation form column C

*NOTE: The totals from this worksheet should <u>only</u> be transferred to the report form if visual materials are considered as a separate section within your holdings and not integrated into reference, nonfiction, fiction or professional collections.

NONFICTION COLLECTION WORKSHEET					
		COPYRIGHT-SENSITIVE DEWEY AREAS			
Dewey Areas	**Total Holdings (all items owned)**	**REPEAT column 1 figures in white areas below**	**No. of Items _____ and OLDER**	**No. of Items _____ and NEWER**	**% of Countable Items within Copyright Time Frame**
Nonfiction	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
000-319					
320-329					%
330-339					%
340-359					
360-369					%
370-379					%
380-389					%
390-519					
520-529					%
530-549					
550-559					%
560-569					%
570-579					%
580-609					
610-619					%
620-629					%
630-999					
NONFICTION COLLECTION TOTALS this LMC	**T-1** Add to find total countable and non-countable items **all owned no matter date**	**T-2** Add to find total items in time-sensitive Dewey areas **NOT REPORTED**	**T-3** ******** Add to find total **NON**-countable items **items too old to count**	**T-4** Subtract column 3 from column 2 **time-sensitive items new enough to count NOT REPORTED**	↗Divide each cell in column 4 by the corresponding cell in column 2 to find the % in each Dewey area **use for planning purposes**
	To find % of countable items within copyright time frame, divide the total in column 4 (T-4) by the total in column 2 (T-2) ➔				**P-5** **%**

TRANSFER WORKSHEET DATA TO THE PLANNING AND EVALUATION FORM AS FOLLOWS:

- Cell **T-1** transferred to the Planning and Evaluation form column A
  (TOTAL HOLDINGS) reported on Core Data Report
- Cell **T-1** minus cell **T-3** transferred to the Planning and Evaluation form column B
  (TOTAL COUNTABLE) reported on Core Data Report

  (T1)_____ minus (T3) ****_____ = _____
- Cell P-5 transferred to the Planning and Evaluation form column C

PROFESSIONAL COLLECTION WORKSHEET **					
		COPYRIGHT SENSITIVE ALL AREAS			
Dewey Areas	Total Holdings (all items owned)	REPEAT column 1 figures in white areas below	No. of Items _____ and OLDER	No. of Items _____ and NEWER	% of Countable Items within Copyright Time Frame
Professional	(1)	(2)	(3)	(4)	(5)
Fiction					%
000-319					%
320-329					%
330-339					%
340-359					%
360-369					%
370-379					%
380-389					%
390-519					%
520-529					%
530-549					%
550-559					%
560-569					%
570-579					%
580-609					%
610-619					%
620-629					%
630-999					%
PROFESSIONAL COLLECTION TOTALS this LMC	T-1	T-2	T-3 ****	T-4	➚Divide each cell in column 4 by the corresponding cell in column 2 to find the % in each Dewey area **use for planning purposes**
	Add to find total countable and non-countable items **all owned no matter date**	Add to find total items in time-sensitive Dewey areas **NOT REPORTED**	Add to find total NON-countable items **items too old to count**	Subtract column 3 from column 2 **time-sensitive items new enough to count NOT REPORTED**	
	To find % of countable items within copyright time frame, divide the total in column 4 (T-4) by the total in column 2 (T-2) ➜				P-5 %

TRANSFER WORKSHEET DATA TO THE PLANNING AND EVALUATION FORM AS FOLLOWS:

- Cell **T-1** transferred to the Planning and Evaluation form column A
   (TOTAL HOLDINGS) reported on Core Data Report
- Cell **T-1 minus** cell **T-3** transferred to the Planning and Evaluation form column B
   (TOTAL COUNTABLE) reported on Core Data Report
   (T-1)_____ **minus** (T-3)**** _____ = _____
- Cell P-5 transferred to the Planning and Evaluation form column C

**All Dewey Decimal categories are time-sensitive in the Professional Collection.

MAGAZINES COLLECTION WORKSHEET		
1	**2**	**3**
Number of magazines required (see Appendix C) (You must figure Level 1, 2, and 3 separately).	**If students have access to electronic magazines (MOREnet or other)** **Divide figure in column T-1 by the numeral 2** **(T-1 divided by the numeral 2 = T-2)** **If no access to electronic magazines, T-1 divided by 0 = 0.**	**Number of print magazines in the LMC purchased or free for students**
T-1	**T-2**	**T-3**

TRANSFER WORKSHEET DATA TO THE PLANNING AND EVALUATION FORM AS FOLLOWS:

- Cell **T-2 plus** cell **T-3** transferred to the Planning and Evaluation form column A **(TOTAL HOLDINGS)**
  reported on Core Data Report

  (T-2)_____ plus (T-3) _____ = _____

PROFESSIONAL JOURNALS/PERIODICALS COLLECTION WORKSHEET		
1	**2**	**3**
Number of magazines required (see page 29) (You must figure Level 1, 2, and 3 separately).	**If faculty have access to electronic magazines (MOREnet or other), divide the figure in column 1 by 2** **T-1 divided by the numeral 2 = T-2** **If no access to electronic magazines, T-1 divided by 0 = 0.**	**Number of print magazines in the LMC purchased or free for faculty**
T-1	**T-2**	**T-3**

TRANSFER WORKSHEET DATA TO THE PLANNING AND EVALUATION FORM AS FOLLOWS:

- Cell **T-2 plus** cell **T-3** transferred to the Planning and Evaluation form column A **(TOTAL HOLDINGS)**
  reported on Core Data Report

  (T-2)_____ plus (T-3) _____ = _____

LMC PLANNING AND EVALUATION WORKSHEET YEAR _____-_____

Areas marked by heavy borders will be reported on the Core Data Report.

County district code	School name		Building code	Grades **served**	Enrollment **served**	FTE certificated staff served	# students seated at one time

FTE with library certificate	FTE paid support staff serving LMC	Total sq. ft. in Reading/reference	Total sq. ft. in Ancillary	# hours / week LMS scheduled as release time for classroom teachers

Print, nonprint, and electronic items	**Column A** Total **holdings** in this LMC *(From the worksheet)*	**Column B** Total **countable** items *(From the worksheet)*	Quantity table (Appendix C) MINUS the total countable items from Column B (use column A if B is shaded). **ADDITIONAL NEEDED TO REACH:** (Mark 0 if a level is met). Level 1	Level 2	Level 3	Current level met Level 1, 2, or 3 (Mark 0 if no level met)	**Column C** % of countable items in time-sensitive areas **ONLY** (70% recommended) *(From the worksheet)*	LMS's overall evaluation of the collection **(See Appendix A for explanation)** Low...0...1...2...3...4...5...High Integration of formats into the curriculum (rate 0-5)	Alignment of collection with curriculum (rate 0-5)	Meets student and teacher needs (rate 0-5)
Reference										
Nonfiction										
Machine Dep. visual materials										
Professional materials										
Newspaper subscriptions		▒					▒			
Periodical indexes		▒					▒			
Fiction (1**All countable)**		▒					▒			
Magazine subscriptions		▒					▒			
Prof. Journal subscriptions		▒					▒			
Selection tools		▒	▒	▒	▒		▒			

LMC PLANNING AND EVALUATION WORKSHEET   YEAR _____-_____

Areas marked by heavy borders will be reported on the Core Data Report

	SUPPLIES	MATERIALS	EQUIPMENT	OTHER***
Free Textbook				
Technology Grants				
Title VI				
Video Grant				
Fund raisers / gifts				
Local funds				
Other*				

*** EXPLAIN OTHER (for district use):

EQUIPMENT NUMBERS ARE REPORTED THROUGH THE ANNUAL CENSUS OF TECHNOLOGY (COT).